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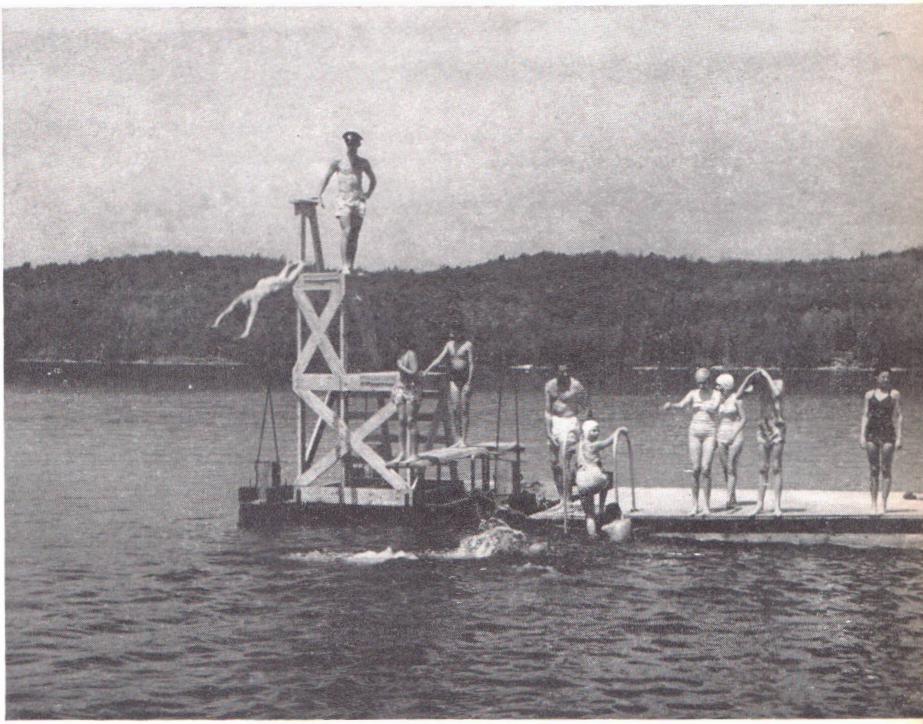

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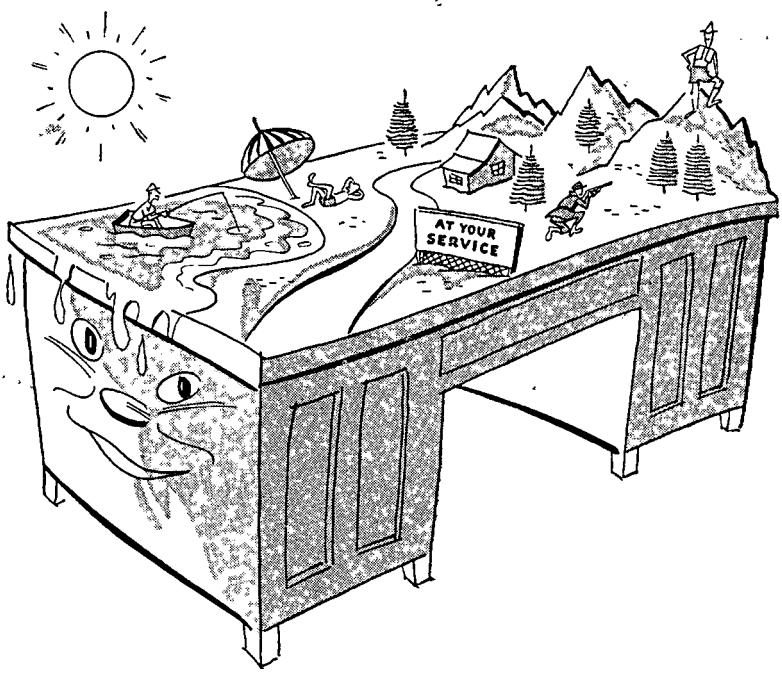

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CANADIAN CAMPING

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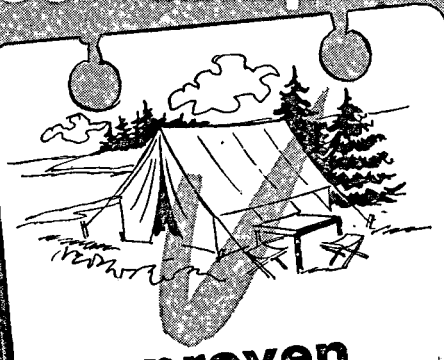

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WHAT
Imagination Brings

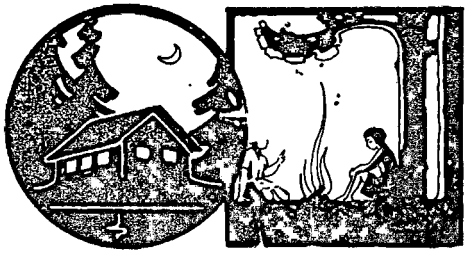
To imaginative people life offers richness and joy beyond measure. Just the mention of a name, a season, a line of a poem or song, and you are transported into another realm. Spring! and you see the tender green of the opening buds, hear the jubilant songs of birds, smell the fragrance of the awakening earth, and thrill to the quickening pulses of returning life. Autumn! and you think of the harvest, the glowing splendor of reddening trees, and dry leaves whirling in the wind.

You read of far-off lands, Spain and Cathay, India and Egypt, Persia and Greece. You see their strange scenes, more beautiful than any reality—busy bazaars and market places crowded with a motley throng in fantastic attire, ancient cities and towers against a sunset sky. You hear shrill foreign cries and the dull booming of the temple gongs.

Tales of the sea stir your admiration, fear and wonder. You hear the incessant roaring of the waves breaking, now on a moonlit sandy beach, now on barren wind-blown rocks, but always majestic, free and splendid. Or tales of rivers, winding to the sea through pleasant rolling meadow lands, and peaceful farms, or dashing in foaming spray over a great precipice with monotonous roar.

But there is one word, Camp, that will bring not fancies but memories to us: memories of days spent by a lake, a lake whose waves danced in the sunlight or rippled by moonlight against the white sands: memories of hours passed beneath pines and birches, or on quiet hillsides: memories of nights under the stars, sitting around the campfire singing old familiar songs, when the ascending flames seemed to make the surrounding night blacker, and the slender silver birches stand like swords out-swung between earth and sky. Or we recall friends we have made, the experiences shared, and with the glamor that imagination and memory can give.

—A Teen-age Camper



Is the Child Ready for Camp?

DOROTHY M. DOUGLAS

Reprinted from the Bulletin of the Institute of Child Study, University of Toronto

"Canadians are Campers"! With our wonderful heritage of lakes and woods, winding trails and sparkling streams, our colourful history of daring exploration and adventure, is it any wonder that the campfire has often been looked upon as the symbol of Canada? Is it any wonder that the lore of the home fireside is rich in variations of the "fish-that-got-away" tale, or that our boys' and girls' dream castles so often take the form of a tent or cabin by the water's edge?

On one of the last days in June you and I will possibly happen on a scene which is being enacted in hundreds of towns and cities every year—at bus depots, at railway stations, outside the Y.M.C.A., the church hall, the Kiwanis boys' club, the Girl Guides headquarters. An excited group of parents and children are gathering, laden with knapsacks, suitcases, sports equipment. Those children who see friends in the group are darting over to greet them, planning eagerly to sit together on the journey, comparing their new treasures—a jack-knife, a fishing rod, an exotic water ball. The newcomers are sticking rather close to Mother, sizing up the crowd and wondering uneasily what is ahead—why is the man taking away our suitcases, who will tuck us in bed, what will happen if we are sick? The leader or counselor comes to greet them, offering reassurances, introducing the new children to the seasoned campers. The shout of "all aboard" sets off a babble of last minute admonitions and farewells from the parents. Amidst much waving and shouting the camp party sets off—another camping season has begun.

If we were to draw aside a couple of typical children, campers of last year returning for more, and ask them what they are looking forward to at camp, we would be almost sure to find that the essence of their replies is Fun, Friends, and Food. We know that actually through these three "F's" the camp has a golden opportunity to develop physical and mental health, skill in social relationships, and all the other fine qualities described in psychology books and discovered in the realities of the good life. Whether this potentially fine opportunity will actually be a thrilling experience for the child depends on whether he is ready for it and is sufficiently mature to enter the life of the particular camp, a life that is entirely different from that of parents and home, requiring its particular skills and making its particular demands.

As secretary of the Ontario Camping Association, the writer received numerous enquiries from parents who were

seeking help and advice on how to choose a camp for their children. It developed that a very great number of these children were anywhere from four to seven years of age . The parents' reasons for sending the children to camp generally arose from their desire to provide a special opportunity for growth and development and fun; perhaps in some cases other motives might have been present, but these are not our concern here. The real question that has grown in our mind is this—have we some way in which we can gauge the child's readiness for a camp experience? Has he within himself the security to go forward into the unfamiliar, the desire for adventure in new surroundings, the independence to "manage" away from familiar scenes and faces, and in a new type of daily programme?

It has been established that there is a point of readiness at which a child can start learning to read effectively and with enjoyment. Attempts to teach him before this point is reached are not only a waste of valuable hours, which could be spent learning in other areas where the child is ready, but tensions are set up which slow down the whole progress of learning. Besides which, in all likelihood, he will dislike reading. Is there not a parallel situation with camping—the first prolonged visit away from home? We are aware that a child moves forward exploring, learning, endeavouring, so long as he finds his new experiences pleasurable, so long as he can meet the strangeness and fearfulness of the unfamiliar with the courage developed in a succession of ventures into new areas which were none of them, at the time, more than he could bear. He can take a change of surroundings, of people, of routine, and new demands on his energies, if he is physically ready as well as psychologically secure. How can we estimate a child's "camp readiness"?

Is the child ready physically? We know that children of five and six are bursting with energy, but—or shall we say because of this—they tire easily. Has the child learned to stop before he is exhausted, and can he amuse himself quietly by himself for a reasonable time? He'll want to keep up with his fellows most of the time, of course, because if he has to drop out of the general activities for any time he may get left behind by those whose friendship he values and needs. Is he used to the general run of foods? There are no special diets in most camps. On the whole, young campers lose a little weight rather than gaining it in the first year or two at camp. The incidence of bedwetting in some camps is generally indicative of too stimulating a camp programme, or of a lack of security in the children so affected—in fact, one would feel they were not yet ready for camp. If the child is nervous or high-strung, it would be wiser for him to visit in a small family group, or go to the cottage with the family, postponing camp for a year or two until he is able to relax more easily.

Is the child ready emotionally? Before going away for a prolonged period, a child needs occasional overnight visits away from home, possibly with a friend's family or in a household well-known to him. During these visits he is secure in knowing that he will return home again. Some homesickness is quite normal in a new camper, and will not last if the child has had these preliminary enjoyable visits, and at camp has an understanding counselor. (Need we say here that letters, like goodbyes, should always be cheerful and matter of fact, full of interest in the child's doings, telling him what he would like to know, but never making such comments as "how terribly we miss you, darling", or "Tatters (the dog) moons about all day looking for you"—they undo hours of patient encourage-

ment by thoughtful cabin mates and counselors.)

A city child, used to the night sounds of automobiles, jingling milk bottles or the clank of garbage cans, can be awfully startled by the whip-poor-will, the honking of the bullfrogs, or the hoot of a night owl. How about taking him out after dark on a couple of occasions when you can point up the charm of moonlight, and that maybe birds do make a bit of noise at night—like Daddy snoring.

To help the child feel secure as he moves into these new surroundings, see that he takes with him some of his special treasures—a few of his battered but beloved story books, a favourite game, his yo-yo. A girl might like to take along a cuddly pet dog or doll, some family snapshots, or the hair ribbons Grandma gave her for her birthday. Some links with the familiar are so valuable. There was the little girl who came to camp not well prepared. She wept bitterly; many times a day she pleaded to be allowed to go home. Then the head counselor, in talking with her, discovered her love of small animals, how she was missing her pets. A hamster which lived in a box in the counselor's office greatly intrigued the child, and so she was invited to assist the very busy counselor by taking charge of the little animal's feeding and airing every day. In a few days the homesickness faded away. And it wasn't a difficult step from having a pet friend to having a camper friend or two. Many camp directors arrange to have a cat, kittens, a puppy or two about the camp.

Is the child ready socially? It is here that camp makes the biggest demand on a child, and where, if he is ready, he can experience his greatest growth. His happiness at camp depends to a great extent on his ability to respond to adults, to co-operate with the counselors and with his cabin mates, to conform to the few but necessary requirements, and to be sufficiently independent to manage his own routines adequately. This is still not easy for a child of five or six years. To place him in a setting that requires all-day adjustments to others may be taxing him too much—he still needs periods of quiet and even solitary play. Children of five, six and seven should be in small camps, or if the camp is large, catering to children from this age up to 12 or 14 years, the younger children should live in a separate unit or section of the camp with separate meal hours or their own dining hall, and every attempt should be made to create small play groups, and to have quiet surroundings for day-time rest and sleep at night.

One further point to consider is the *type* of camp; his readiness, after all, is in terms of how he will be able to fit into his particular camp setting and meet the requirements of its programme. What camp or camps are available to you? If there is only one, is it suitable to your child's needs and interests? Is it a camp specially planned for younger children? Has it a fairly relaxed programme or is it highly scheduled?

If you are satisfied that your child is ready for the camp you have chosen, that physically, emotionally and socially he is prepared, now is the time to begin this glorious adventure, one to which he will in all likelihood be thrilled to return as often as the opportunity affords. Your child is ready, the camp is ready, and now the bus is ready—and as he jumps on board you can wave good-bye with a light heart. If he isn't ready yet, at worst all he need do is wait a year, maybe two. Time will give him the experiences which will help him mature. Some of these you can arrange, as we have suggested. And then it will be your turn to gather at the bus and wave him off to camp!

Is the Camp Ready for the Child?

MARY L. NORTHWAY

Institute of Child Study, University of Toronto

The bus is coming and in a few moments the quiet countryside will be teeming with a hundred excited, exuberant, tired or apprehensive children. Of course the camp is ready; the director has been busy for six months preparing it. Food supplies are in; tents are up; cabins repaired; waterfront checked; boats repainted; counsellors hired; registrations filed and cabin lists arranged. Yes, the camp is ready, but is it ready for *the child?*

Camps in their prospectuses offer to provide good things for children. Although the catalogues differ, in general they announce that they will supply him with better health, increased skills, greater social development and fuller spiritual values. Some add improved character and a more integrated personality, greater qualities of leadership and a deepened sense of responsibility. These are big promises to make and we may ask is the camp really ready to supply them? Are the stock piles up, and if so how exactly are these qualities to be conveyed to the child? How does one actually in the day by day of camp living convey fuller spiritual values, increased social development, new skills and better health to children? Even if we think we have them available how do we know that the child will absorb them? Is he to acquire them by contagion like the measles? Or is he to learn them by rote practice like the multiplication table? Frankly, I myself have no idea how one increases all these qualities, and were I a camp director, I would be quite hesitant indeed in offering to supply them.

Psychologically, we know that such qualities do not exist in the abstract; they do not hover in the atmosphere; they exist only in and through actual living and have their being only in their incorporation in the daily round, the common task. Therefore, I would take samples of the ordinary programme and assay them to assess the degree to which each of these four qualities, health, skills, social ability, and spirituality, was present. Then I would be able to decide whether the camp was truly ready for the child.

As one sample of camp programme to discover whether these qualities are present, let us consider breakfast; first, because it is common and ordinary and usually not glamorous, and second, because it occurs every day, so that what happens should be augmented in importance by the sheer matter of repetition.

Health—Because there are government standards, we can be fairly sure that the health of the child is not going to be harmed in any gross way. Regulations of cleanliness will protect him from germs and bacteria. The camp's own dietary standards will ascertain that there is plenty of good food available and that as bacteria have been banished, vitamins have been welcomed. So at breakfast his health is bound to

increase. Is it? Suppose he is a six year old and refuses to eat anything but toast and jam? Suppose she is a fourteen-year-old who "never eats breakfast my dear, it would spoil my figure." Suppose he is an eight year old who is going to try his swimming test to please his father; he swallows the food but his stomach does a poor job of digesting it. Suppose he was at a midnight revel and is too tired to bother; or suppose he is a five year old sitting at an adult size table, where each moment as he eats his muscles endure an unnatural strain. Or suppose he reacts to the counsellor's forcing him to eat by going into a temper tantrum. Suppose all these things and then ask was the camp ready with supplies of increased health during this one half hour? Was it?

Skills—Camp directors and other educators are very fortunate in promising that a child's skills will increase while he is in their charge, because it is almost impossible while a child is growing to prevent skills developing. Children cannot help learning, though they may not always be learning what we would ask or expect them to. For the major activities, swimming, canoeing, nature, dramatics, camps employ instructors who can teach skills. Fortunately most of them have the additional quality of being able to help children learn them. But are there any skills indigenous to the breakfast table? Let us look to see whether children are acquiring any skills there. Of course for the young child the art of being able to manage oneself and one's food at table is a long process of learning. To accept and to enjoy new types of food is another skill. For the older child, the skill of the amenities of table courtesy according to the folkways of his cultural group is another ability which he only gradually acquires. Are these being increased? Or do we ever reprimand the four year old because he does not manifest adult manners? (To expect him to is rather like expecting him to do a swan dive before he can swim.) Do we ever thwart his small efforts at skill by expecting too much too soon? Do we understand that young children will spill things, mess things, muff things and through our understanding are we able to endure it and be patient?

What about the group of twelve year olds in the corner; have they turned their group into bedlam by shouting at the top of their voices and sliding the jam jar up and down in a game of table hockey? Their skills are certainly increasing, but they are mainly skills which will fit them for a drunken brawl rather than pleasant social intercourse.

In short, are we ready to help our campers with the skills of routine living which are actually much more important than the skills of specialized activities? Do we understand enough about children to know at what stage of development they are ready to acquire various skills of the routines? If we err in our judgment at the breakfast table do we err even more when it comes to matters of cabin neatness; care of possessions, cleaning up after a picnic, cooking a meal? Is the camp ready to adjust its level of expected skills to the degree of abilities of the child, or does it impose its own requirements that are established on the basis of adult standards and desire for decorum?

Social—Breakfasting among a hundred people certainly provides a social situation. If social qualities were contagious, the child would be sure to contract them. What is actually happening to their social development? Let's look around. Johnny's counsellor is a bit harrassed himself this morning. Actually, he didn't wake up in time to help the youngsters with their dressing. He's a bit short, especially with Johnny, telling him to eat up his porridge or he'll be last again, directing him to sit up straight, or our table won't get the flag

for the best sitters. After twenty minutes of this, Johnny breaks his quietness by saying, "I won't, you b------," a word as meaningless to him as it is repulsive to the counsellor. He is sent from the table, and his social development towards adults has expanded only in the direction of increasing his hostility and distrust.

At Table IX, conversation is more orderly. Peter, the boy with the glasses, is enjoying listening to talk about preparation for a canoe trip. After a while he stutters, "Can I take my new knife?" Jimmy replies, "Oh, you aren't going; only us strong guys."

As the tables are clearing the children wait. Perry begins to describe a western he saw. It goes on—"and the guy comes out and shoots the other guy; and the other guy has a girl and she goes with the other guy; no, I mean the first guy, and the horse . . ." when the counsellor says, "Can it, Perry. Why don't you tell it so we can understand, if you have to. Now come on gang, who's going into the sports meet today?"

Soon breakfast is over and there is time for a few camp songs. Come on fellows, whip it up, let's sing. "Dear old Pine-Knot—all its boys are brave and grand—'We love Pine-Knot, dear old Pine-Knot, it's the best, best camp in all the land." And in this, the children's social development grows towards group belonging, only at the expense of establishing a disillusioned belief of group superiority. A very dangerous attitude indeed.

So has social development increased at the breakfast table? Is the camp ready to guide the child's social growth? Do we know what happens if we press children too hard socially, or must we wait for the psychiatrists to tell us? Do we understand the effects of social over-stimulation? Do we know what emphasis on competition does, not for the camp but for the child? Do we understand the psychology of adult-child relationships, child-child relationships? Are we aware of the pathology of the over-responsible, the over conforming, the over emotionally-controlled child? Have we ways of preventing bullying, scape-goating, teasing? Do we think of regulations as ways and means of increasing orderly, serene social living, or as authoritarian devices to support our egos. Do we understand that discipline and punishment are antithetical? Are we really ready to take responsibility for the child's social development?

Spiritual Values—Is the camp ready to increase children's spiritual values during this breakfast session? Some camps introduce a formal period of music or an inspirational talk immediately after the meal. Actually, this is the worst time of the day to be kept sitting, especially for young children, and may form the basis for the child's erroneous belief that there is a conflict between spiritual values and his own biological needs. This is merely stating that some techniques which purport to increase spiritual values do not actually do so. Perhaps the camp director himself, if he reviews the breakfast period, will be able to discover in what ways the session has increased the child's spiritual values. Psychologically, we know here, as in the other areas, introducing too much too soon, or too advanced concepts too early often serves to prevent growth of the actual values we are trying to establish. If our camp is ready to provide spiritual values it will be because we have learned how to translate spiritual matters into forms meaningful to the level of the child—an extraordinarily difficult and challenging task.

So, let's see if our camp is ready for the child. Let us look at our goals, whether they are published in our

Continued on page 32

Hot Showers in Camps

R. K. CLEVERDON, M.A.Sc., P.Eng.

Director, Camp Kandalore
Chairman, Campsite Development Committee,
Canadian Camping Association

Many camp directors are considering installing a system of hot shower baths in their camps, in view of recent recommendations of health authorities and pediatricians. One of the Minimum Standards of the Ontario Camping Association states that provision must be made for a hot bath or shower once a week for all children attending camps for two weeks or more. It is hoped that the following information may be of some use, particularly to camp directors who intend to install a shower system in the near future as a forward step in raising the health standard of their camps.

A hot shower system must include a supply of cold running water, a method of heating some of this water, a storage tank for the heated water, shower heads with pipes and control faucets, a building to house the system, and adequate drainage and disposal of the waste water. The buildings and equipment can be very expensive in the current inflated building market, and, realizing this, the information in this article is written with economy uppermost in the mind of the author. Let us consider a camp of 100 children and 40 staff, and assume that a shower once a week for everyone and a second shower for about half the camp weekly will be adequate. This will then require 30 showers a day. By spreading the use of the system over the whole week in this manner, a relatively small installation will suffice. For maximum economy, showers must be supervised; if this is done, about 15 gallons of water at 100° F will be required per shower. This quantity may be doubled by careless use, with a corresponding increase in operating costs. If fuel and installation costs have to be controlled to permit such a system being installed by a camp, then supervision is essential.

The building can be very simple. A concrete floor sloping to a floor drain is recommended. A six-inch curb should be provided to keep the water from lying against the bottom edge of the wooden framework of the walls, and causing rot. Bolts should be placed in the concrete before it sets, and used to anchor the bottom plates of the wall framework, which can be of the usual 2 x 4 construction. Galvanized corrugated iron sheeting can be used for the exterior wall covering, or alternatively, well-creosoted lumber siding. Sash glazed with ribbed or frosted glass, and hinged on the lower edge so that they block direct view into the building when opened inward, can be used. If the shower building is located in a secluded part of the camp, sash may be omitted, and the openings left open or covered with bronze screening. All interior woodwork exposed to moisture should be protected with creosote or other wood preservative. If a roof is desired on the building, a pitched roof of standard construction is advised.

For our mythical camp of 140 people, a battery of 4 shower heads in an area at least 4 feet by 12 feet, and a fifth shower in a separate stall with curtain, will be needed. Eight campers can use the main showers at one time, while the separate shower stall is available to staff members and others desiring more privacy. A space about 6 feet by 12 feet is needed for changing. The four showers in the battery should be controlled by one pair of faucets, located outside, or at one end of, the shower area. If these are adjusted by the counselor and left alone, there is little danger of anyone foolishly turning off the cold supply and scalding someone using the showers. As a further precaution, a thermostatically-controlled valve can be installed on the supply line between the faucets and the shower heads, which will cut off the water supply if the temperature exceeds a predetermined setting. The single shower which is separated from the others will require individual faucets. Duck boards might be supplied for the shower area, but these must be well-constructed and inspected frequently, since they may splinter and cause foot injuries. Authorities question the need for a foot bath as a precaution against the spread of infection, but this should be considered.

Assuming that hot water is available at 140°F, and cold water at 50°F, and that the shower water will be supplied at 100°F, it will require 56% hot and 44% cold water to mix to this temperature. For a 15 gallon shower, 8.4 gallons of hot water at 140°F will be needed, and for 30 showers a day, about 250 gallons. The problem of heating and storing this water must next be considered. Sold fuel such as coal is considered to be much cheaper than gas or electric heating systems, on the basis of gallons of water heated per dollar spent on the fuel. There is about three times as much heat *potentially available* in one dollar's worth of hard coal as there is in one dollar's worth of either propane gas or electric energy (at average Ontario resort area prices). However, the efficiency of the device using the fuel (i.e., how much heat is actually put to use in heating water) varies greatly, as do the maintenance and labour costs, the first cost and other factors. All the factors involved must be considered before a choice is made.

Let us consider a coal-burning system first. It will require a coal-fired jacket heater, bungalow heater or similar "boiler" to heat the water, connected to an insulated galvanized steel tank. To deliver 250 gallons of water at 140°F, we can use a 250 gallon tank heated by a fairly small jacket heater capable of raising the water from 50°F to 140°F in about six hours, or alternatively, use a smaller tank, say about 175 gallons, heated by a larger boiler capable of heating the tank in about two hours, and reheating it in another two hours. The fire could be let out, or banked, for the rest of the day. The second alternative may provide a more reliable system, but it will cost more to install; the tank and heater will cost about $500 in this case.

There are many advantages to a storage heater using liquified petroleum gas (also called LP or propane gas), and the author is inclined to favour this type of installation. If the camp is already using gas for cooking, the additional gas needed for heating shower water may be bought for about 7 cents per pound. The *fuel cost* will be almost double that for coal *while actually heating water,* but very little fuel is consumed at other times of the day, and no labour is involved in the operation of the storage heater. Inefficient labour can result in the waste of coal, but the thermostat on the gas-burning storage heater reduces the human element to a minimum. For many installations, this may be the cheapest way to heat water. A typical heater will store 69 gallons,

Continued on page 41

Nature Education in Summer Camps

A. F. Helmsley and J. D. Roseborough

For too many years the activity named Nature Study has either dropped out of summer camp programmes, or has become so insignificant that it might just as well have been discarded. Time and money are spent on canoeing, drama, pageants, art, handicrafts and other camp activities, but nature education, which deals with the natural environment in which the campers live for the summer, receives little attention.

Before we consider the problem of nature education in children's summer camps, we would do well to consider why this subject should be included in the camp programme. One of the main reasons for most activities on the programme is to allow youngsters to do the things which they cannot do, or cannot do as well at home. Action is popular, and so we find that swimming, games, canoeing and canoe trips are popular. On the other hand, music, art and dramatics, although not exactly action-packed, hold a very important place in the programme. These belong to a quieter sphere, but at the same time, they do require the participation of the campers. Music, art and drama as opposed to other camp activities, belong to a group which we can name "cultural". Nature education fits into this group. Certainly, youngsters can learn about wildlife and indulge in activities connected with the natural environment far better at camp than in the city. Nature activity, like music, art, and drama, is educational and adds culturally to the general knowledge of the individual. Camp is an excellent place to awaken to the existence of our natural resources and the need for their proper management. It is a follow-up to the lessons taught through the year in conservation in the classroom.

Consider the health of young bodies and minds which is nurtured at camp by the multitude of activities, team play and clean living. The wildlife of an area awaits the keen eye of the patient watcher, the energy of the hiker, and the skill of the stalker. All these, coupled with alertness and accuracy of observation, must certainly add to the health and training of children's minds and bodies.

Finally, and the most important, nature education should be uppermost in the minds of programme planners because it is the only way of introducing the young camper to the natural environment in which he will live for the summer. We recognize that most campers are city-dwellers and the out-of-doors is a strange world to them. If the camper returns to the city without knowing that those "strange" sounds at night were those of a beaver; that the bird song most commonly heard through the summer was that of the white-throated sparrow; that the tracks along the beach were those of the raccoon; and that the "spit" found on

the grass in the morning was made by the "spittle-bug", he has missed a great deal of living in the natural environment. If he still possesses his fear of snakes, and associates the call of an owl with witches and goblins enshrouded in mystery, the camp programme planners have failed to take the opportunity to further the camper's knowledge and understanding of the out-of-doors.

Thus through a proper nature education programme in the camp, the campers gradually learn to interpret their new environment. They gain an appreciation of life through becoming familiar with the various life forms, and also learn to appreciate their own bodies. If we consider the strict educational value of a nature programme it certainly provides a broader knowledge and a field crammed with new interests.

To sum up the reasons for a place for nature education in the camp programme we can list the following:

1. A Nature Programme permits the campers to do things which cannot be accomplished at home.
2. It is a way of giving healthy activity to the mind and body.
3. It is an education in the natural environment of which the camper will be a part for the summer.
4. It is a new field of interest for hobbies and a general broadening of the camper's education.

Now that we have established a reason for including nature education in the camp programme, we must next consider how we shall conduct the nature programme in camp. It would be well to observe some of the common difficulties and mistakes which are often encountered in most nature programmes in summer camps.

First, the term "Nature Study" is a poor one. It was used, not so long ago, in the schools and has been discarded in favour of "Natural Science". The term, "study", is not attractive to youngsters just out of school, and "Natural Science" reminds them of school. Let the name, therefore, be changed to one more attractive, such as "Wildlife Activity", or just "wildlife".

Another difficulty has been the Wildlife Counselor, or rather the lack of one. Often the job is thrust upon some counselor who already has a job. He knows little or nothing of wildlife, but bravely stumbles through the summer with groups of indifferent campers who rapidly become more indifferent. Like any other activity, Wildlife will be only as strong as the counselor. The first step, and it is not easy, is to obtain the services of a good counselor—one who is thoroughly interested in Wildlife and who has a personality and appearance attractive to young people. This brings us to the popular conception of a naturalist. It is generally thought that he is a queer sort who wanders slowly through the woods at equally queer hours of the morning, peers occasionally through binoculars at feathered movements in the trees, utters unintelligible names, and is usually seen returning to camp laden with twigs, flowers, and bottles of half-dead insects. Popularly he is thought not to be particularly given to anything more energetic than walking slowly or opening a book. The thought of his lifting a canoe, or swimming a mile is completely incongruous with his hobby or profession. Let it be said, therefore, that the choice of a Wildlife Counselor is an all-important step and may make or break the Wildlife Programme.

Let us assume that the Counselor has been chosen. He can handle a canoe, swim, play baseball, hold his own on a canoe trip, have fun, and is quite human. Now we must consider the programme which he will conduct.

Continued on page 36

Camp operators . . .

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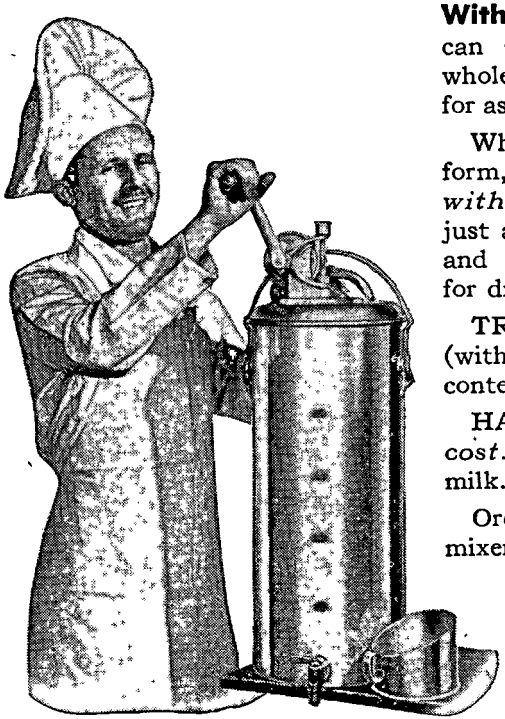

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Camp Counselling - Channel Number One for Recreational & Social Workers

ALAN F. KLEIN

School of Social Work, University of Toronto

Camp Directors please note—because we believe that camp counselling is a channel into social and recreational work, you have a unique opportunity to encourage camp counsellors who show leadership and promise to go into the professional field. Would you watch for these young people and help them, as well as assuming some responsibility for channelling talented potential staff persons into jobs that need filling? The need for properly motivated and able workers in our social service organizations is great. You need to recruit your staff of tomorrow for training today.

(We would hope that Camp Directors recruiting camp counsellors would use some of the points in this article as a basis of discussion with potential camp counsellors. Many counsellors are not aware that there are full time jobs available in which they can continue to use the skills and techniques they have begun to learn at camp. And many do not realize that there are special training opportunities to equip one for such work. It might be a good idea to discuss this question at a Counsellors' meeting—as well as through individual interviews. Ed.)

You are thinking of going into some kind of work that deals with people. Somehow it appeals to you more than working with things or figures. You are not quite sure just what you will do.

You know that the world today is in dire need of people who will devote their working effort toward trying to provide a better society and who will develop and use their skills to help people learn how to get along with one another. You are aware from personal experience that many people do not seem to have a desire for service. You wonder why because you are painfully conscious that this emphasis on success and "going places" has not made for personal happiness or growth.

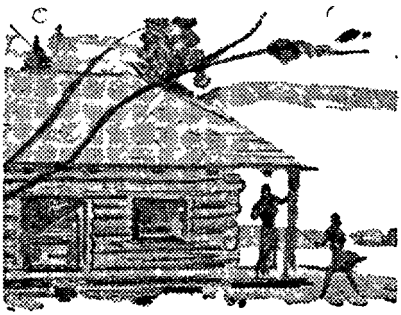
Expanding Opportunities

At the same time, you have made some inquiries on your own and have learned that there are many people engaged in organized efforts to help people and that this work has expanded tremendously in the last few years. Government expenditures in the field exceed one billion dollars a year in Canada, with private agencies spending over twelve millions and because of this tremendous expansion in response to public need, there are many more jobs than there are trained people to fill them. You are in tune with this development. You believe as we do that it is vital that we conserve our human resources and provide opportunities for happiness here on earth.

How to Start?

How does one become engaged professionally in working with people?

Continued on page 34



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ONTARIO DEPARTMENT OF LANDS AND FORESTS

ONTARIO

HON. WELLAND S. GEMMELL
Minister

F. A. MacDOUGALL
Deputy Minister

Dear Fellow Campers:

There is probably no busier time for our camping people than February and March. Certainly this is the time when many of our Committees are working to produce worthwhile Conferences and Meetings for interested camp people in every Province across the Dominion and it is also the time when most of us are vitally concerned with the arrangements for our own individual camps.

We were interested recently to re-read an address that Dr. Mary Northway had presented to the Manitoba Camping Association in 1946, in which she outlined the history of Canadian camping and of our Association. The C.C.A. had in that year just completed the development of a working constitution which was based on the premise that Provincial Associations would be the working groups, and that the Canadian Camping Association would serve somewhat as a co-ordinating body to link together our Canadian fellowship of camp people, to represent camping at the national level, etc.

In the somewhat more than 8 years which have elapsed since Dr. Northway presented this statement, we have gone through a considerable process of development which has involved experimenting with various types of organization for the C.C.A.

This year, if the C.C.A. is really to make a contribution to the development of a dominion-wide fellowship of camp people, we must resolve two things:

(a) How many people are there who are actively interested in participating in such a fellowship.

(b) What is the practical, clear-cut relationship between our National Association and the Associations in each of our Provinces.

This year we have factual information concerning all phases of the functioning of a National Office. We also have an analysis of the services requested and rendered through our National office—in short, we have a concrete basis for making a decision as to how the C.C.A. can best function for the benefit of camp people across our Dominion. It is sincerely hoped that if individual members or Provincial Associations as such have not yet availed themselves of the opportunity to make suggestions regarding the organization of the C.C.A., that they will do so in the very near future.

The Camping Magazine has for several years now been the most tangible link between members of the C.C.A. The production of this magazine has been largely the responsibility of Miss Mary Edgar. She has now asked that we appoint a new Editor and editorial board to arrange the publication of our magazine, and it is with sincere regrets and deep appreciation for the things which she has done, that our Executive now concerns itself with the appointment of a new Editor and editorial committee. We trust that those who are interested in this area of our work will not hesitate to write indicating their interest, and volunteering their services.

W.E. (Ted) YARD,
President.

NOTES from the Camping Associations

B. C. CAMPING ASSOCIATION

During the past year the turnout at the regular general meetings was very disappointing . . . despite the fact that we had some very interesting and informative evenings.

Your Executive has discussed this problem and has come up with the following suggestion for the 1953-54 programme: Following the proposed Spring Camp Training Course, study groups will be set up to investigate, study and report on the following aspects of camping — Administration, Counsellor Training, Programme, Health and Sanitation, Waterfront, Woodsmanship, Music and Dramatics, Nature Lore, Devotions, and other topics that may be requested. Members will be asked to join the study group of their interest, which will meet at regular intervals in private homes and they will give a summary of their findings to date at a general meeting to be held possibly every three months. At the end of the year, these reports would be compiled into a Camp Program Resource Book, to be distributed to the membership.

The 1953 Camping Week has been tentatively set for April 12th to April 18th. During this week it is proposed to promote camping throughout British Columbia, through the media of radio, press, films, store windows, outdoor signs and talks to group meetings.

The end of Camping Week, Friday evening to Sunday evening, has been set aside for the proposed Camp Training Course. It is hoped that this year we will be able to have the course in a close-to-the-city camp and have a more practical type of programme, keeping in mind also the many camping problems that will need discussing.

CHARLES E. ROCHE,
President.

ONTARIO CAMPING ASSOCIATION

The annual business meeting was held on February 27th. Forty-five members attended.

The highlight of the evening was the discussion of proposed standards for organized children's camps in Ontario. An outline of these standards was presented by Mr. Keith Cleverdon. The concensus of opinion was that the proposed set of standards is a starting point and that the association should continue to work progressively without immediate accreditation for camps at the present time.

AMERICAN CAMPING ASSOCIATION

The 1954 American Camping Association National Convention will be held at the Statler Hotel, New York City, February 2nd to 6th. The general chairman is Mr. Allen Cramer, who has camped for thirty years as camper, counselor and director of both organizational and private camps.

The program is developing under the direction of the chairmen, who bring an excellent background of experience to this committee. The program will be full of challenge and of interest to camp directors, counsellors and educators, both of long experience and those with a relatively new interest in camping. The Exhibits Committee Chairman's report brings smiles to the faces of the finance committee, for more than half the commercial exhibits have already been sold.

What is Your Opinion?

At the Ontario Camping Association Conference Dr. W. E. Blatz of the Institute of Child Study stated:

If I were to start a camp—

—I would have no campers under seven. Young children are far better off with their parents.

—Activities would center in the opportunities which the terrain provides: exploring, hiking, swimming, boating. Activities which are typically of the city, such as baseball, have no place in a summer camp.

—I would not impose Indian rituals on the children. If they want to play Indians that's alright; but simply because the camp director wants to play Indians is no reason for making the children conform to the pattern. It prevents them developing their own imaginative play.

—I would give the campers plenty of time to sit and think. They should not be forced to join in group activities all the time. Meditation is a lost art for most adults; perhaps it can be restored in the coming generation of children.

—Sex must be taken into account as an important factor in the developing adolescent. Therefore my camp would be co-educational, with the boys and girls sharing many interests. Dramatics and dancing especially, would be included.

—I would allow competition in games when the game depends on it. You can't play checkers with yourself. But I would carry forward no scores from game to game nor give any prizes.

—My campers would wear no uniforms, nor would any badges, gadgets or insignia be given for any achievement. The child would never be made to feel that he has completed anything. He is always in a process of going on.

—★—

MEETING THE EMOTIONAL NEEDS OF CAMPERS

Dr. Taylor Statten said:

—All children are not ready for camp, nor can they gain anything from the experience at the exact time when adults think they are.

—For children who are camp-minded, camp can be the most valuable island in their lives. But the break from home to camp may be too severe. Sending the child to camp for a short time the first year and lengthening the stay may be the answer.

—Children unready to join in camp are the bedwetter, the overweight child, the one with a nervous twitch or physical deformity. They are apt to be sensitive and to seclude themselves unless their counsellor and director is extremely understanding.

—Parents make superhuman demands on counselors. A father "wants his boy to become a man in four weeks of camp." The parent rarely asks, "Is it possible?"

—It is unwise to set up an ideal camper and expect all children to be like him. Children are different.

—A programme must be based on children's needs, not on adult standards.

—Hate and hostility are hard to accept but are feelings most in need of expression.

You Might Like to Know:

About Camp Tonekela

In a brief report on his recent trip to India, Prof. Charles Hendry revealed that it was twenty-eight years ago that he took over Mr. Wally Forgie's work so that he could go to Camp Tonekela in India. "One travels hundreds of years as well as hundreds of miles to visit this country," he said. "People live a life of camping all over the country. We don't have to teach camping to these people. They know it as a personal experience. Travellers carry their own sleeping bags, sleep outdoors, but withal develop a serenity of spirit, dignity of posture and capacity for privacy that's remarkable to see.

"There's valid need for Tonekela in India. It is set in a famine area where people have experienced seven years of want. In most cases, the only meal in the day that the people in that area get is supplied by that camp."

Professor Hendry described the camp site, the magnificent new swimming pool; told of the deep respect in which Mr. Forgie is held by the people of that country.

For any camp director who would like it, he has written a report on his trip. As well, he has a supply of photographs suitable for camp notice boards. These are available to anyone who wants them.

About Indian Costumes

Mrs. Gisela Commanda tells us that she has a limited number of men's and

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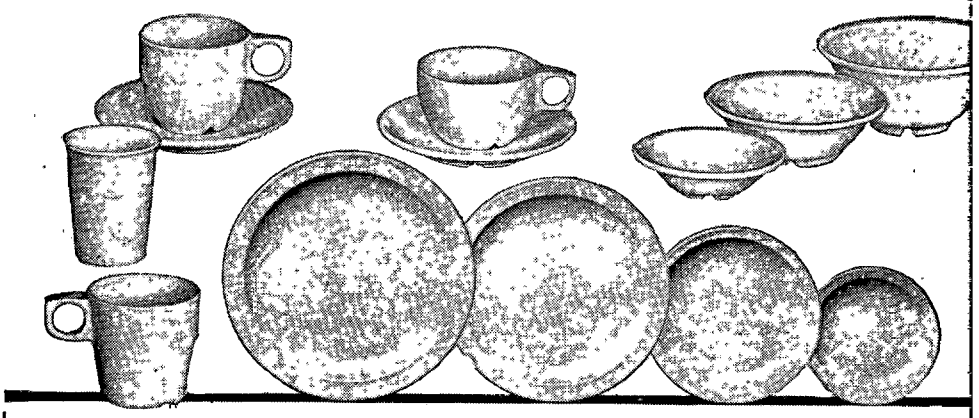

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For further information phone Mrs. Gisela Commanda, MElrose 1029 or write 129 Jameson Avenue, Toronto 3.

About Visual Aids

A brand new development in the field of campcraft training devices which makes it possible for campers to use visual aids in the study of camp skills in the out-of-doors, has been announced by the Visual Aids Service of the Girl Scouts of the U.S.A.

For the first time, flip charts, which can be used in areas in which electrically operated projection equipment is impractical, are now available for both Scout and non-Scout groups. Three charts dealing with essential campcraft skills suitable for leader training or for use with small groups of young campers, have been produced. Illustrated with detailed photographs and with large, easy to read type, the charts are mounted on spiral bindings with heavy board covers and back easel. Overall size is 12-15 inches and each set consists of about three dozen sheets covering a step-by-step description of the various operations.

Titles are "Lashing," "Fire Building" and "Primitive Camp Sanitation." "Lashing" consists of 36 sheets and covers square, diagonal, round and continuous lashing, including basic instruction in necessary knots. "Fire Building", with 37 photographs and drawings, covers steps in building basic tepee and criss-cross fires and use of hunter's trench, reflector and beanhole fires. Fire prevention instruction is also given.

"Primitive Camp Sanitation" furnishes 37 photographs and drawings covering caches of various types, several kinds of latrines, garbage disposal and dish washing, along with instructions for complete disposal of debris and good manners with regard to the camp site.

The charts are recommended for use with groups of up to 15 persons and will be particularly helpful in cases where large groups are sub-divided for specialized training. (Price is $6.00 for each chart.) They can be ordered only through the Girl Scout Visual Aids Service, 155 East 44th Street, New York 17, New York.

About Movie Night, Maybe?

If enquirers aren't pounding madly on OCA's office door, the telephone's dancing a jig on the window-sill or the mail bag is filled to overflowing . . . all with the same plea: "Can you tell me where I can get films to show to campers?" "Who has films on outdoor life?" "Where do I rent or borrow Canadian nature films?"

If that's your plight, take comfort in the following list we found recently in the filing cabinet:

The Film Societies of your Public Library.

National Film Board of Canada, 4 University Avenue, Toronto.

National Film Society, 172 Wellington Street, Ottawa, Ontario.

Royal Ontario Museum.

Ontario Division, Red Cross Society.

Boy Scouts Association, 31 Dundas Street East, Toronto.

"Canadian are Campers", distributed by University Extension Department, University of Toronto.

"Summer is for Kids"—Y.M.C.A. (One copy belongs to Y.M.C.A. Camp Pinecrest, Toronto.)

Commercial firms have a remarkable array of films for public use, on request:

Bell Telephone Company
Imperial Oil Company
Ontario Hydro Commission
Aluminum Company of Canada
Massey-Harris Company

Book Reviews

WOODSMOKE by Ellsworth Jaegar. Toronto, MacMillan Co., pp. 228, $3.35.

Have you ever wanted to call an alligator? Perhaps not in Canada—but you may want to call a muskrat or a fox, a moose or a goose. In his latest book "Woodsmoke", Ellsworth Jaegar tells how to attract animals, and how to make use of natural resources when living in the out-of-doors. On reading this book campers may find renewed desire to try living comfortably in the woods with a minimum of city made equipment. He has a chapter on fishing and an intriguing one on camping tricks. He also gives instructions for building shelters, felling trees, using foods which grow in the woods, and preserving foods. More than half of the book is made up of illustrations which are excellent. Everyone who is interested in "camping out" should read this book.

MAKE IT YOURSELF! by Bernice Wells Carlson. Abingdon-Cokesbury Press. Distributed by G. R. Welch Co., Ltd., 1149 King Street West, Toronto. $1.75, paper; $2.50, cloth.

A handy book to have on the summer bookshelf for the hundred-and-one things made from nature materials, cork, fabrics, boxes, cardboard, various kinds of paper. Instructions are simple to follow, can be done individually or in groups and does not require an artist or an expert crafts person as a guide. Before getting down to actual instructions, the author has written a chapter giving advice on how and where to work, what materials to save and use, how to store them, and how to make best use of the book.

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POEMS FOR CHILDREN by Eleanor Farjeon. Longmans, Green & Co. $3.75.

One of the loveliest books for the camp library, one with an appeal to all ages, is Eleanor Farjeon's latest collection of poems. Herein are all of her verses for children . . . two hundred and seventy-two of them . . . in one volume. There are country rhymes and city ditties, verses about playtime and schoolroom, more about fairyland and animals, home and faraway lands, some for Christmas, some for other times of the year. Although this versatile writer has been writing for children all her life, she has an exquisite appeal to older girls and boys as well as adults.

SUMMER MAGIC, by Kenneth and Susan Webb; published by Association Press, 1953; pp. 159; price $3.00. Obtainable in Canada from the G. R. Welch Co. Ltd., 1149 King Street West, Toronto.

The rich experiences of Kenneth and Susan Webb as both parents and camp directors, serve as a solid background for this recent publication. Their interpretation of camping is an enriching experience for children through the discipline of group living and the enjoyment offered from the many camp activities. The book also gives an appraisal of the values to be gained from a camping experience.

SUMMER MAGIC is an excellent guide for parents contemplating camp for their child or children; in fact, it should "sell" camping to parents, if this is necessary. It is equally as good a guide for camp directors and counselors, with stress on the importance of work for a growing child and the view of educating children for democratic citizenship — through the camp experience.

This inexpensive, but highly informative book, should certainly have a place on one of your camp library shelves!

HIKING IN TOWN OR COUNTRY by Catherine C. Reiley; published by the Girl Scouts of the U.S.A., 155 East 44th Street, New York 17, N.Y., 1952; pp. 47; price 30 cents.

This amazing little book gives its reader a new "interest" in hiking, with helpful advice on what equipment and food is necessary, etc., how to arouse interest and make a hike an "adventure", so that the participants will want to go again (not necessarily to the same place). Because a hike is "organized", the spirit of "adventure and fun" need not be lost.

The information contained in this inexpensive book gives one the key to the secret of "successful hiking". This is a good publication for the camp library and an interesting guide for all counselors taking campers on an "adventure"!

SQUARE DANCES OF TODAY by Richard Kraus. A. S. Barnes & Company. Copp Clark Co., Ltd., $4.00.

With Square Dancing taking an important place in the Camp programme, it behooves directors to keep at hand a good book on the subject. This one contains not only fifty-five dances, old and new, gay illustrations and specially arranged music, but also detailed information on how to teach squares and to call them, organize and conduct the whole programme.

The author has analyzed and explained the calling techniques as well as some of the problems which might be encountered; this through experience gained as instructor in charge of the entire dance programme at Teachers College, Columbia University.

THE HANDBOOK OF SKITS AND STUNTS

by

Helen and Larry Eisenberg

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CAMP REFERENCE AND BUYING GUIDE—1953 edition, an official publication of the American Camping Association, compiled and edited by Galloway Publishing Co., 705 Park Ave., Plainfield, N.J. 160 pp. $1.00 in U.S.A., $1.50 elsewhere.

This is the Sixth annual edition of this excellent camp reference book. It contains "a veritable gold mine of information for all people interested in, or connected with, camp operation." There is a vast amount of information, skillfully condensed, which makes it a most useful resource book for the busy Director. There are articles on Administration, Site Development, Food and Menu Planning, Health and Safety, Maintenance, Waterfront, Wood Craft, Handicrafts, Trips and lists of camping trip equipment, Sports and Games, Leadership, and many other pertinent subjects.

There are practical illustrations for Boat Mooring Methods, Dock Layouts, Canoe Storage Racks, an Archery Range and Dimensions for Field Games and Courts. You will find also a most comprehensive list of "Books you'll want to know about" on all phases of camp operation.

CAMPING AND OUTDOOR LIFE —the magazine of the Camping Club of Great Britain and Ireland has been received by the editor of "Canadian Camping."

The forty pages of the magazine are crammed with interesting information and illustrations. The first page editorial welcomes His Royal Highness, The Duke of Edinburgh, as the new royal Patron of the Camping Club.

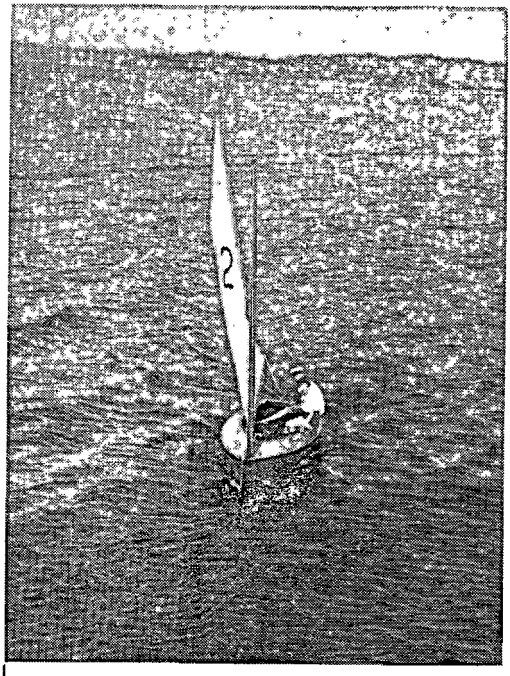
The Editor writes: "Our new Patron, young and active, shows great enthusiasm for all the many things he 'takes on'. Great good will come of his interest and we feel his Patronage will help the Camping Club in its worthy aim:

'to encourage and help all, especially

Continued on page 42

Don't forget, too, that although the following books have been in the OCA Library for a few years, they are in constant use, and could be part of your library shelf for the use of campers as well as counsellors:

Title	Author	Publisher
NATURE		
Native Trees of Canada	Dept. of Mines & Resources	
Field Guide to the Birds ($3.50)	National Audubon Society	Houghton Mifflin Co.
Introducing the Insect ($5.00)	F. A. Urquhart	Clarke, Irwin Co. Ltd.
Tracks & Trailcraft ($4.75)	Ellsworth Jaegar	MacMillan Co.
Children's Book of Trees	Leonard Knott	Editorial Associates
Audubon's American Birds ($1.30)		Clarke, Irwin Co.
Adventuring in Nature (.70)	Betty Price	Association Press
WOODCRAFT		
Woodcraft ($4.00)	Bernard Mason	Barnes Co.
Camping & Woodcraft ($3.50)	Horace Kephart	MacMillan Co.
Jr. Book of Camping & Woodcraft	Barnard Mason	Barnes Co.
The Book for Junior Woodsmen	Barnard Mason	Barnes Co.
Campcraft A. B. C.'s ($1.00)	Catherine Hammett	Girl Scouts
Wildwood Wisdom ($2.95)	Ellsworth Jaeger	MacMillan Co.
Let's Go Camping ($1.50)	Raymond Peters	Brethren Publshg. House
Jack-Knife Cookery	James Wilder	Dutton Co.
How to Live in the Woods ($3.25)	Homer Halstead	McLelland & Stewart
Your Own Book of Campcraft (.25)	Catherine Hammett	Jr. Pocket Book (Welch)
Cooking Out of Doors ($1.15)		Girl Scouts of America



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Weather Lore

Our everyday conversation and reading matter is full of a great deal of curious lore about the weather. Below are some of the more familiar beliefs, some of them very old. As a result of camp discussion or debate try to decide how much truth there is in the statements and whether or not there is a good scientific basis for such a belief.

1. When dew is on the grass,
   Rain will never come to pass.
2. A "wet" moon is followed by rain.
3. The farther the sight, the nearer the rain.
4. If the froundhog sees his shadow on February 2 there will be six weeks more of bad weather.
5. When eager bites the thirsty flea,
   Clouds and rain you sure shall see.
6. The higher the clouds, the finer the weather.
7. A rainbow in the morning,
   Sailors take warning;
   A rainbow at night
   Is the sailor's delight.
8. If squirrels are seen gathering nuts more actively than usual it will be a hard winter.
9. When the wind is in the east,
   It's good for neither man nor beast.
10. If it rains before seven it will clear before eleven.
11. Sowe peason and beans in the wane of the Moone;
    Who soweth them sooner, he soweth too soone.

From Bulletin "What you can do about the weather." Meteorological Division, Dept. of Transport. This and other pamphlets are available from 315 Bloor St. W., Toronto.

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The Counselor

I Want for My Son

By Walter MacPeek

For 25 years I've been a staff member or director of various boys' camps. I've seen a lot of counselors and leaders during those years. Most of them have been pretty fine people.

But now before long my own boy will be going to a summer camp. He's our only son—our single contribution to the future of the world. Naturally, we're pretty anxious that his camp experience be a good one.

What are the qualifications that we'd like in the young men who are to be his camp leaders as they become so important a part of his world?

First, I'd hope that this camp staff member would take his job seriously—would be in earnest. I'd hope that he'd recognize the high calling of being a leader in a camp. I'd hope that he wouldn't be a mere popularity seeker —an "anything goes" sort of person.

I'd hope that he'd be clean in language and thought. Of course we sort of expect that unless he has a pretty wholesome and positive outlook he just wouldn't be a leader in camp.

Third, I'd hope that this young man would have a good deal of boyish enthusiasm, and yet with it all have pretty much the standards and values of a grown man. I'd like him to know how to work hard and play hard — at the proper times.

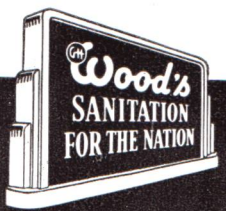
Then I'd hope that he would not be a bully — nor a scold. I'd hope that the influencing of the development and growth of my boy's personality would be a great joy and challenge.

I'd hope that this leader would be a quiet, modest person — not a loud-mouthed, noisy, unsure-of-himself sort.

Yes, I want quite a bit from this camp leader. May I add one more to this already demanding array of attributes. May this Prince among people lead my son into new wholesome curiosities and explorations. I'd hope he would not try to lecture or use other classroom methods. My son has that sort of experience all year 'round. In camp I hope his leader will help to stimulate his curiosity — his eagerness to explore and to learn — to be a fellow discoverer with him.

Yes, those are some of the values I want for my boy more than anything else in the world. Am I expecting too much?

—From Camping Magazine



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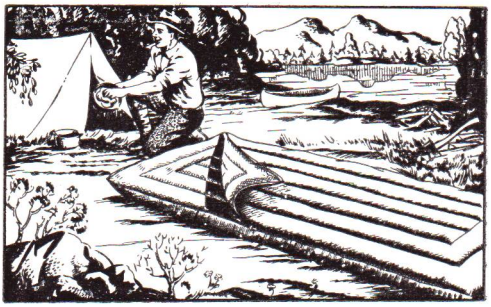

If Anybody asked You, would You know . . .

. . . that Canada has thirty-two universities, two of them French-speaking, three bilingual and the remainder English-speaking. They range from small colleges with about 200 students to large institutions with over 10,000 students. Most degrees require at least four years of daytime study.

. . . that Boy Scouts in Ontario are among the most conservation-minded residents of the province, according to provincial Lands and Forests Department officials. They are particularly interested in the reclamation of wastelands by reforestation.

A number of Boy Scout troops in Ontario actually possess their own woodlots. Some of these woodlot areas were part of the camp sites at purchase, but others were bought separately. For instance, the Scouts of the Toronto Metropolitan Area own a large tract on Drag Lake in Haliburton County. Another Eastern Ontario troop has already made money from the sale of Christmas trees, poles and fuel harvested from the troop's woodlot in thinning and improvement operations.

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Continued from page 13

prospectus or not; then let us take other samples of camp life in the same way as we have already done for breakfast. Then let us see to what extent each of these goals is actually present in our sample periods. If our goals are good and if we find them to be present in at least some of our samples, that is fine; if our samples do not reveal them we may need either to change our camp practices or to revise our goals to make them more realistic. To make them realistic we must know what is possible and what is not for children to achieve. To attain such knowledge the intuitive understanding of camp directors must be supplemented with factual information derived from the human sciences. If we know child psychology and child sociology, we will substitute the possible for the impossible and set our goals in terms of children's needs rather than cultural standards. In this way we can make camp truly ready for the child and we can wait to greet the campers from the bus with confidence and serenity.

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Continued from page 19

You do it in part by educational preparation. For example, you select courses in your university training that have to do with people. You study sociology, psychology, political science, economics, and anthropology. After university you may want to get specialized training in a school of social work and obtain the academic and practical training necessary in order to become a professional and accredited worker.

But there is something you can do now that will benefit you beyond all measure in preparation for a career. Camp Counselling is channel number one to any job of working with people. Human relations skills are not learned from books. They are learned by doing. The role of the camp counsellor rests upon the skill of leadership more than upon any of the recreation or activity skills. The camp counsellor is a beginning worker in human relations.

Training Can Be Fun

It does not matter greatly what facilities a camp may have, because its programme depends upon its staff in the last analysis. During pre-camp training period and during the course of the camp season, the staff members have the opportunity to develop those skills, to test and experiment with group methods under good supervision and to gain personal maturity in the process. This is the training ground for the workers of the future. And besides, it is fun.

Perhaps you do not wish to be a professional worker. If you intend to go into any job that is based upon understanding people, what we are saying here applies to you. The list is endless, but surely includes personnel work, merchandising, teaching, nursing, reception duties and almost any place where you meet the public, and if your

goal is to be a housewife and mother, then working with youngsters in a camp setting is top notch training for the job. And if you hope to be an active and alert citizen in your community, or perhaps a board member or volunteer, now is the time to learn the fundamentals of how to be an effective leader.

Perhaps you do hope to become a professional worker in a community service or recreation center or a "Y", and you will go on to a Master's degree in social work. Camp would still be useful to you.

Pegs of Experience

The curriculum in a school of social work is built upon the idea that the students who come to it have had some life experience with people. It supposes that its applicants have reasonable maturity and that they have tested their motivations and personal attributes in some way before they come to the school. Because of these suppositions, the course content can be given on a graduate level and the student can accept the academic concepts and hang them on "pegs of experience", which make them useful and meaningful. She knows what is being discussed from a practical and personal exposure to people. As a result, she learns faster, better, and with deeper understanding, and comes out of the school, more often than not, a better worker because of her camp experience.

Channel Number One

Camp counselling is Channel Number One to working with people. Take a camping job this summer and in addition to the service you render to others, you will prepare yourself for the kind of work you want to do, if you want to work with people.

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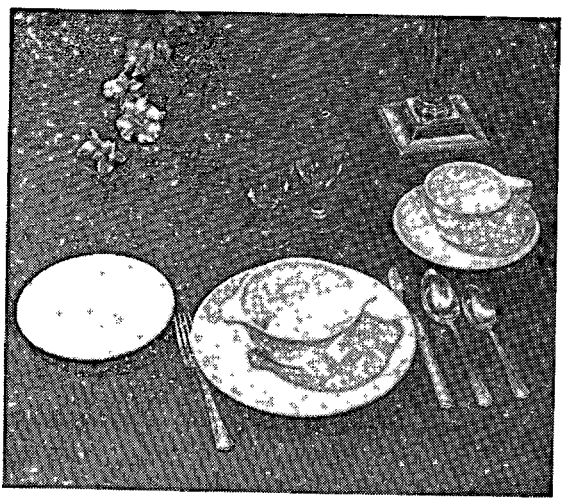

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Continued from page 17

Usually campers are given a choice regarding their interest groups. Some choose dramatics, some music, some handicrafts, and few wildlife. The latter is often handicapped by the lack of action when compared with other activities. The way out, of course, is to make it compulsory, like swimming, and canoeing. Let everyone participate. The daily rambles or hikes with small groups, each group being treated twice a week, if possible, could be as short as one-half hour. Action is what campers like and the counselor should not spend too much time in one place to discuss a tree or a plant. Keep moving! It is better to leave the youngsters wanting more than going on to great lengths only to bore them.

It has been noticed in camps that although dramatics, art, and handicrafts have a special room or cabin, wildlife usually has nothing or, at best, a "Nature Lore Board" decorated (?) with wilting plants and a few moldy birds' nests. The Wildlife Programme should have its own place, either a room or cabin, where books, pictures, properly cared-for specimens, aquaria, terraria, small cages and the like may be kept, and serve as a point of focus for the campers. Here may be displayed the work of the campers along with their lists, dates, places and observers of animals seen, and reported.

Wildlife activities can be correlated with other camp activities. Among the campers will be some who are interested in wildlife. Although most boys would probably like to make a paddle in the handicraft section, a few may choose to build a bird house, or a terrarium, or even an aquarium. Animals, such as salamanders, frogs, toads, snakes and turtles, make excellent subjects for modelling in clay or carving in wood or soap. Notebooks containing pictures, drawings, pressed leaves and ferns can be covered with worked leather or decorated cardboard made in the arts and crafts section. Insect nets, spread-

ing boards and killing bottles may be made by the camper who has found the collecting of butterflies a fascinating pastime or hobby. The building and maintenance of labelled "nature trails" and "testing trails" will require the making of labels and the lettering of the texts. It will mean, also, the choosing of suitable texts for the labels. Plant presses will also be required of the carpenter shop. Wildlife, therefore, may be correlated with many other camp activities and can become an integrated part of the camp programme.

We have indicated the reasons for having a Wildlife Programme included in the camp programme. We have pointed out some of the difficulties and mistakes which are commonly encountered and have outlined suggestions for a Wildlife Programme. In Algonquin Provincial Park, the Department of Lands and Forests has established a Nature Museum and Nature Programme for the tourists and the camps in the Park. This has been a great help to counselors and campers. Not all camps, unfortunately, have such an opportunity at their door steps. Consequently, camp directors and programme planners are invited to discuss with the Department of Lands and Forests their problems regarding nature education. It is hoped that they may benefit from the Department's experience in the Park, and that Wildlife Activity may soon be restored to its rightful place in the camp programme.

About the Authors . . .

A. F. HELMSLEY is an instructor in the Ontario Forest Rangers School. There, as here, he talks of fish and wildlife. He graduated from the University of Toronto and is a specialist in geography and has a first class Teacher's Certificate. For four and a half years he was in the R.C.A.F. overseas.

J. D. ROSEBOROUGH is a biologist, in charge of the organization and training of hunting and fishing guides throughout Ontario.

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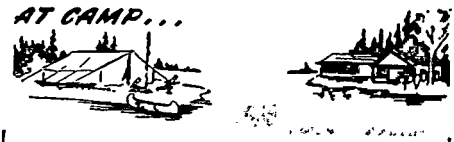

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—Angelo Patri

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You're aware, with the greatest surprise,
That the time has flown like a magic dream—
Those days 'neath the open skies.

You wistfully think of the fun you've had,
Glad days in the sun and the rain
And you wish somehow you were given the chance
To relive them all once again.

You think of the sports and the laughter gay
Of trips that were ended too soon,
Of tales by a fire, and canoes at night
In the path of a silvery moon.

But you think most of all of the friends you've made,
Camp friends that are loyal and true,
And you count as a treasure beyond compare
What friendship has meant to you.

This is not the end of it all, you'll find,
For in Memory still you'll retain
A treasure which Time can only enrich—
Which will still in your heart remain.

So thanks be to God for His precious gifts,
For memories which never shall fade
But beyond all else, our thanks we give
For the love of the friends we've made.

Mary S. Edgar.

(Written August 1952, as a closing camp song which is sung to the tune of "The End of a Perfect Day.)

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CAMPING MAGAZINE

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Continued from page 15

may be set to yield water at any temperature from 130°F to 180°F desired, will raise the temperature of water from 50°F to 140°F at a rate of about 50 gallons per hour, will cost about $265, and is estimated to cost about $1.40 per day for gas (at 7c per lb.). This heater will take care of our mythical camp needing 30 showers a day. For maximum economy, a group of eight campers should use the system every 1½ hours until 30 have showered. It is upon this assumption that the above operating cost data is given. You will note that the cost of the heater includes both the heating system *and* the storage tank. Electric water heaters cost about as much as gas heaters to operate, but have two major disadvantages:—they have usually a slow "recovery rate" (rate at which they will reheat the water once all the hot water is drawn off), and are unreliable in areas subject to power interruptions from storms and the whims of the power supply. Sometimes a combination of coal heater with electric booster is the best solution to this heating problem. It is recommended that the water heater be installed in a separate part of the shower building, and this part kept locked. A fire extinguisher should be supplied. Storage space for solid fuel, or a small space on an outside wall for the gas tanks, must be provided.

Perhaps the biggest problem for many camps located in rocky areas will be the disposal of the waste water. In sandy soil this may be discharged into a leaching pit lined with coarse stones, and with a board cover, where the water may drain away. It must not be allowed to contaminate a source of water supply, or a swimming area. In other areas, a tile bed of 4 inch weeping tile will be needed. The length of this tile area depends on the absorption properties of the soil, and will vary from 100 to 300 feet of tile to handle the 450 gallons of water (30 showers at 15 gallons each, over a 4 to 6 hour period) discharged daily, with average soil conditions. A soil absorption test should be made as a basis for determining the correct length; information about this test is available from the author. Where the soil has poor absorption properties, it is advisable to discharge the waste water through a storage tank (perhaps made of concrete and located below the shower building), where the waste water is retained long enough for the scum to be removed before it enters the tile bed. If fitted with a standard septic tank syphon fitting, the tank will discharge periodically into the tile bed, preventing a flooding of the tile while the showers are in use, and providing a flushing action at regular intervals.

Camp directors wishing more specific advice, or addresses of business firms handling the above equipment, should get in touch with the author.

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—Anonymous

—★—

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